



Moorlands Schools Federation

SEND Policy

Date of approval – November 2023

Date of review – November 2024

Approval level - LGB

Responsibility for preparation – Headteacher/SEND Lead

Review Date	Summary of amendments made
November 2022	<ul style="list-style-type: none">• Page 1 - Changed 'quality first teaching' to 'high quality teaching'• Page 4 - Changed the name of the SEND Partnership Service as it is now called 'Sendias Bathnes'• Page 5 - Underlined a paragraph title that hadn't been underlined.

November 2023	<ul style="list-style-type: none">• Many changes in the policy to now read SEND rather than SEN and SENDCo rather than SENCo.• Page 4 - Changed Deputy Head to Assistant Head• Page 4 - Changed SEND Partnership to SENDIAS Bathnes.
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Moorlands Schools Federation
Special Educational Needs and Disabilities Policy

Introduction

This policy complies with all statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Children and Families Act 2014
- other policies current within the school

This policy was created by the SENCo in collaboration with the SEND Link Governor and the Senior Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders.

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCo. Our named SENDCo is Mrs Elizabeth Hebditch and our named Governor responsible for SEND is Joanna Reeves. Contact can be made by telephoning 01225 421912, by email office@moorlands-school.com or by visiting the school office to arrange an appointment.

At MSF, we believe that each pupil has individual and unique needs. However, some pupils require more support than others. We recognise that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated, and offers children the opportunity to develop their potential to the full in a supportive environment.

Every teacher is a teacher of every child or young person including those with SEND in their class. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP), and deliver High Quality Teaching with differentiation and personalisation to meet need. A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) play a major role in the support of pupils with SEND and the rationale for their deployment is pupil centred. All staff work together with the shared goal of ensuring every child has the opportunity they need to thrive at our school.

Aims and Objectives

Aims

To value learning and see it as a lifelong process. Seeking to create an open and creative community where all are valued, supported and challenged. Everyone receiving regular praise and encouragement to be the best they can possibly be;

To have a learning community based on honesty, integrity and responsibility borne out of mutual respect;

To respond to challenges in creative and flexible ways which demonstrate our values and inspire a positive culture. Continually aiming for excellence by providing a high-quality education for each young person in a caring and safe environment.

Objectives

To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;

To plan an effective curriculum to meet the needs of children with special educational needs and, where necessary, ensure that the targets set on Support Plans are specific, measurable, achievable, realistic and time related;

To involve children and parents/carers in the identification and review of the targets set for individuals in their Support Plan;

To work in close partnership with, and involve, parents/carers of children who have special educational needs;

To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;

To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

Identification

We accept the principle that pupils' needs should be identified and met as early as possible.

Section 6 of the SEND Code of Practice sets out four broad areas of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs. (S/P)

A child may have needs in any one or a combination of these areas. SEND in some children can be identified at an early age but for others the difficulties can become more apparent as they develop. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Whilst the above four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress and attainment:

- disability
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being in receipt of the Pupil Premium (PP)
- being a Looked After Child (CLA)
- being a child of a service woman/man.

Where possible we will try to meet every child's needs within the classroom through High Quality Teaching. Some pupils will need provision that is additional to, or different from, their peers. We use a number of indicators to identify these children, such as:

- the analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, reading ages
- annual and termly pupil assessments
- termly pupil progress meetings held with the Assistant Head, class teacher and SENDCo
- following up of teacher concerns

- following up parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services
- change in a child's behaviour and attitude.

Where concerns about a pupil's learning or development arise as a result of our data analysis, we start the identification process by talking to the pupil and a parent/carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists, paediatricians or speech and language therapists.

Provision

Where pupils are identified as having special educational needs, the school provides for these additional needs through a graduated approach following the 'Assess, Plan, Do, Review' process.

Firstly, needs are met through high quality teaching, scaffolded appropriately for individual pupils. Every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with special educational needs and disabilities. We review the progress of all pupils at least three times per year and make adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach.

Some children may need targeted support for a fixed period of time to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. This support could be 1:1 or small group interventions run outside of the classroom.

If a child is still struggling to make progress despite high quality teaching and targeted support, we may seek specialist advice. This may include an assessment and/or support from a range of professionals including:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Paediatrician
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Behaviour Support Team

The engagement of specialist services is managed by the SENDCo and all referral forms, reports and correspondence are kept in the SEND office.

The response the child's needs is recorded on a provision map and individual targets are set on Support Plans. These are reviewed at least three times a year. Setting of new targets is the responsibility of the class teacher alongside the pupil, parent and SENDCo.

In some circumstances, additional funding and support are needed over and above that which the school can provide from within its own budget. In this event, the SENDCo, working closely with the family and External Professionals, will apply to the Local Authority to request a statutory needs assessment. This may lead to an Education, Health and Care Plan (EHCP) being awarded. In addition to the normal SEND review procedures, an EHCP is reviewed annually and reports from this meeting are sent to the Local Authority.

Recording SEND

We are required by law to keep a record of those pupils who have been identified as having special educational needs and disabilities, and the provision we make for these pupils. For each pupil with special educational needs and/or a disability, the SENDCo will record on the school data management system their broad area/s of need as well as a description of any specific areas of need. This will make up the SEND register.

Records of interventions and support are kept in the SEND Provision Map. Individual targets are recorded on Support Plans. These are reviewed at least three times a year. The setting of new targets is the responsibility of the class teacher alongside the pupil, parent and SENDCo.

As part of the 'Assess, Plan, Do, Review' process it may be deemed that the pupil has caught up with their peers and therefore no longer requires the additional provision or support. At this point, in consultation with parents, the pupil will be taken off the SEND register, but their progress and attainment will continue to be closely monitored.

Involvement of parents/carers

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. The school keeps the parents fully informed and involved at all stages of the special needs process, taking account of their wishes, feelings and knowledge.

We encourage parents to make an active contribution to their child's education and meet with them at least three times a year to share and discuss the progress of their child. We inform parents of any outside intervention and share the process of decision making by providing clear information relating to the education of their child. Should parents have any queries or concerns they are encouraged to make an appointment to speak to the class teacher and/or SENDCo.

The school SEND Information Report is accessed through the school website

<https://moorlands-school.org/send/>

Additional support to families is available through the Bath and North East Somerset SEND Local Offer. This is available at:

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

For specific, independent impartial support, parents are encouraged to speak directly to the Sendias Bathnes. Contact details can be found at <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/sendias-bathnes-formerly-known-send-partnership-service>

Involvement of pupils

Sensitivity, honesty and mutual respect is shown in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. At MSF, children are encouraged to participate in their learning and to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success and taking part in reviewing their progress and in setting new goals and challenges.

Monitoring and evaluation of SEND

The progress of all pupils towards their attainment targets is monitored at data entry points at least three times per year. It is expected that pupils with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we respond to pupils' needs through targeted interventions, and/or seeking additional support from appropriate services.

The senior leadership team, supported by the SENDCo, regularly observe lessons to monitor the quality of teaching, and for those pupils with SEND focus specifically on the extent to which teachers adapt their lessons and resources as set out in the child's Support Plan. Support Plans are monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. SEND assessments are carried out three times a year to establish age equivalent scores in reading and spelling.

Pupils with an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and, if needed, changes are made.

Training and resources

In order to maintain and develop the high quality of teaching and provision in responding to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in the area of SEND. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school budget, received from the Local Authority (LA), includes money for supporting children with Special Educational Needs and/or Disability. This is called 'notional SEND funding'. We provide support and resources from this budget as required up to the value of £6000 per pupil with SEND. Some students with an Education, Health and Care plan may receive additional funding (top-up funding) to have their needs met. This top-up funding is used specifically for resources needed by that particular pupil and is reported on during the annual review meeting.

The SENDCo regularly attends SENDCo network meetings within the Local Authority and through the Bath and Mendip Partnership Trust in order to keep up to date with local and national updates in SEND education.

Roles and responsibilities

Provision for children with special educational needs is a matter for the whole school. The governing body, head teacher, SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with SEND.

The Governing Body has the responsibility:

- to do its best to ensure that the necessary provision is made for any child who has special educational needs;
- to ensure that where the 'responsible person' – the Headteacher or the appropriate governors, currently Ms Joanna Reeves – have been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- to ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- to ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child;
- to ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- to have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- to consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- to have a written SEND policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);
- to report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus, including the name of the person responsible for coordinating SEND provision in the school.

The SENDCo has the responsibility:

- for the day to day operation of the school's SEND policy.
- to liaise with, support and advise colleagues in the assessment and identification of children with special educational needs.
- to coordinate appropriate provision for children with special educational needs including the effectiveness of resources.
- to work with colleagues to encourage scaffolding of task and outcome within curriculum activities.
- to provide, in consultation with class teachers, individual, small groups and in class support for children with special educational needs.
- to liaise, or arrange contact between primary or secondary schools before, at and beyond the point of transfer.
- to oversee the records of all pupils with special educational needs.
- to liaise with parents of children with special educational needs, providing information about support available for children with special educational needs in school, from the Local Authority and voluntary organisations.
- to liaise with external agencies, health and social services and voluntary bodies.
- to assist in identifying, arranging and contributing to the in-service training of staff.
- to contribute to and develop collaboration between schools within the local network on all aspects of special educational needs.

- to liaise with teaching assistants and learning support assistants and ensure that they are all fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- to liaise with the governing body as necessary, through the nominated SEND governor.

Safeguarding pupils with special educational needs and/or disabilities

Those pupils with special educational needs or disabilities may be more at risk of abuse than their peers. The school works closely with these pupils and families and listens to the pupils themselves through the process for formulation and regular review of additional support plans and child centered one page profiles. Particular attention is given to those who may struggle to communicate with adults. See Child Protection and Safeguarding policy.

Accessibility

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils. Our accessibility plan can be viewed on the MSF website.

Complaints procedure

The procedures for dealing with complaints are set out in The Partnership Trust Complaints Policy. In addition to this, if parents require further support or information they may contact SENDIAS Bathnes.

Bullying

See the Anti-Bullying Policy and Anti-Bullying Leaflet for Children.

Date of review

This policy will be reviewed in November 2023 and reported on to the LGB